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ABSTRACT

Results of a study concerning teaching about the third world in colleges in Massachusetts are presented in this first of three volumes. Attention is focused on the survey of central and western Massachusetts (1980-81), which involved 20 public and private institutions. Objectives were to determine what colleges are doing, how they organize their curricula, the relative strength of social science departments, and various cooperative arrangements among colleges. Courses dealing with the third world were identified and estimates were made of the proportion of social science courses devoted to this subject matter. An introductory section of the report provides definitions of the term "third world." It is noted that many of the definitions refer to the political, geographic, and economic characteristics of these nations. Profiles are provided for each postsecondary institution, including three state colleges, four Roman Catholic colleges, eight private four-year liberal arts colleges, and two universities. Seven of these institutions are public and 13 private. By enrollment they range from colleges with fewer than 1,000 students to the University of Massachusetts (at Amherst) with about 24,000 students. (SW)

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THIRD WORLD STUDIES IN MASSACHUSETTS HIGHER EDUCATION

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THIRD WORLD STUDIES IN MASSACHUSETTS HIGHER EDUCATION

Academic Project 1980-81

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PART I: SURVEY
Central and Western Massachusetts

INTRODUCTION

This is Part I of a project which investigates teaching about the third world in institutions of higher education in Massachusetts. Part II will contain, along with other information, a proposal which will formulate an academic program based on the project findings. The completion of Part II by May 30, 1982 is anticipated.

Twenty institutions of higher learning are included in this part of the survey. They represent most of the colleges and universities in central and western Massachusetts. Left out were some small junior colleges and technical colleges, where the social sciences are not significantly represented in the curriculum. The institutions selected include 3 community colleges, 3 state colleges, 4 Roman Catholic colleges, 8 private four-year liberal arts colleges, and 2 universities. Seven of these institutions are public and 13 private, a reflection of the importance of private higher education in Massachusetts. By enrollment they range from colleges with fewer than 1,000 students to the University of Massachusetts with about 24,000 students, the majority of whom (80 per cent) are undergraduates.

The curricula of these institutions were analyzed in considerable detail. Courses which deal with the third world were identified and estimates were made of the proportion of social science courses devoted to this subject matter. The purpose of the study is to discover what other colleges are doing, how they organize their curricula, the relative strength of their social science departments, and the various cooperative arrangements which have emerged among groups of colleges. Where the curriculum has a special significance in relation to the examination system and to the overall college program, this is described in some detail.

In discussions with faculty and students the relevance of third world studies was always acknowledged, and with enthusiasm by some. In similar discussions last year and this year in various Asian universities (in Japan, Taiwan, the Philippines, Hong Kong, China, Singapore, Indonesia, Burma, Thailand, and India) an important difference emerged. While in the United States the third world is viewed as remote, a sort of socio-cultural outer space, and the pursuit of its study a somewhat impractical interest, the faculty and students of Asian universities (and African ones as well) accept third world conditions as a given reality, as a standard, typical of the world at large, and view the West -- America and Europe -- as a puzzling

economic, social, political and cultural epiphenomenon; and (perhaps surprisingly) they know much more about us than we know about them.

After all, the vast majority of mankind now lives in non-Western countries, and it is not without significance that the head of a large international organization, the Roman Catholic Church, has directed the attention of the West to these emergent nations. The Pope's visits to Mexico, Brazil, and several African and Asian countries have forcefully underscored the growing importance of the third world. During his recent visit to Africa it was reported that the number of Roman Catholics in that continent exceeds the membership of the Roman Catholic Church in the United States.

Interest in third world countries is not entirely impractical. Exports to foreign countries represent an increasing share of total business operations in the United States, yet exporting firms and American-based multinational corporations are confronted by a lack of suitably trained American personnel. They often rely on foreign nationals, sometimes in critical positions, and frequently seek persons trained in England, Germany, Holland or other foreign countries to meet the demand for qualified employees in their overseas units. A recent issue of NEA Reporter announced an "unexpected increase" in the demand for teachers in third world countries. With rising standards of living and an unsatisfied demand for education, opportunities for American-trained teachers exist in many countries of Africa and Asia in which the language of instruction is English. In fact, substantial numbers of U.S. citizens live and work abroad, and American colonies are found in quite a few large Asian cities. This matter even receives official attention from time to time. One of the proposed resolutions at last year's M.T.A. annual meeting concerned global education and advocated "the development of programs which will promote international awareness and understanding as a part of every student's curriculum" (MTA Today, April 14, 1980).

A study discussed in the Chronicle of Higher Education on April 20, 1981 points out that "the vast majority of today's college and university students do not know enough about international affairs to live and work effectively in a world where countries are increasingly interdependent". Most students are uninformed about the problems of other countries; in general, they have a "limited, parochial view of the world". The study, Education and the World View, conducted by the Council on Learning, found that only about 200 of the 3,200 institutions of higher education in the United States have "at least rudiments" of an adequate international education program. Most of the country's

8 million undergraduates "have only slight exposure during their college years to global issues". George W. Bonham, the executive director of the Council on Learning, suggests that "we need a wholesale revision of college and university content to get us out of this provincial rut" since "only 10 to 15 per cent of college students have adequate knowledge and understanding of the world". The survey, conducted by the Educational Testing Service, included a sample of 3,000 students from 185 two-year and four-year colleges and universities. Our own survey of the curricula in Massachusetts higher education comes up with very similar results.

This paper is presented as a working paper, a source of data and factual findings. Final conclusions will be drawn upon completion of the survey of the remaining state colleges and of a sample of private institutions from the Boston area; a proposal will be based on these findings. In the meantime, any feedback from faculty and administrators interested in the project will be appreciated.

THIRD WORLD: ORIGIN, DEFINITIONS AND DISCUSSION

The term "third world" dates from the post-Korean War period. Of relatively recent origin, it has come into wider use only in the last 20 years. It is no accident that the term "tiers monde" was first formulated in France in the 1950's, since France of all Western countries was most directly confronted with the reality of a new world which, beyond the political boundaries of the West and the East, was rising from the ruins of the old colonial empires. France had barely recovered from the defeat at Dienbienphu in May 1954 when, within a few months, it faced a full-scale war with the National Front of Liberation in Algeria.

Western awareness of the third world was heightened by the 1955 Bandung Conference in Indonesia, which issued an appeal for third world unity and solidarity of Afro-Asian peoples, for neutralism and non-alignment. But the work which popularized the term "third world" through its translation into foreign languages was Wretched of the Earth by Frantz Fanon, published in France with an inspiring preface by Jean-Paul Sartre (Frantz Fanon: Les Damnés de la Terre, Paris 1961). Fanon, a French West Indian psychiatrist, a native of Martinique, played an active role in Algeria as an editor for the National Front.

In the early 1960's the third world was most often referred to in connection with the emancipation of African nations from French and British colonial rule. De Gaulle made frequent use of the term when he discussed the relationship between the metropolitan powers and the new nations of Africa and Asia. In the late 1960's world attention shifted to South East Asia, especially to the territory of former French Indochina, now known as Vietnam, Cambodia and Laos. In the 1970's the crucial year was 1973, which marks both the end of U.S. military involvement in Vietnam and the beginning of a world-wide energy crisis. This brought into prominence the oil-producing countries of Africa, Asia, and Latin America -- some populous and poor, such as Indonesia, Nigeria and Mexico, some much more prosperous with high or very high per capita income, such as several countries of the Middle East, Libya and Venezuela. For the first time, the relationship between the industrial West and the oil-producing countries of the third world was perceived as one of true interdependence.

In the 1970's the term "third world" found its way from popular periodical literature and scholarly books and articles into dictionaries and encyclopedias. The 1973-74 edition of the Living Webster Encyclopedic Dictionary of the English Language did not yet list third world, although

it listed third class, third estate, third party, third order, and third-rate, which all, interestingly enough, carry the connotation of inferiority or subordination. Indicative of the evolution of the concept is a definition in the Harper Dictionary of Contemporary Usage, edited by William and Mary Morris (N.Y.: Harper and Row, 1975): "Third World - sometimes capitalized, sometimes not, this phrase is used to designate the underdeveloped or emergent countries of the world, particularly those in Africa and Asia. The reasoning behind this term is that the Old World is made up of Europe, Russia, China, India, and the long-established nations of North Africa; the New World is made up of North America and some of the Latin American countries. And the Third World is made up of the new nations, independent of either the "old" or the "new" and resisting the influence of both the so-called free world and the communist world."

While early definitions limited third world mostly to Afro-Asian countries, excluding sometimes India and China, later definitions include these as well as Latin America. The American Heritage Dictionary of the English Language (new college edition, 1979) defines third world as "the underdeveloped and developing countries of Africa, Asia and Latin America, especially those not allied with the Communist or non-Communist blocs."

The emphasis on neutralism and non-alignment existed even in the earliest French definitions of the concept. In Pierre Gilbert's Dictionnaire des Mots Nouveaux (Paris, 1971) tiers monde is defined as "ensemble des pays en voie de développement et qui ne font partie ni du monde capitaliste ni du bloc soviétique." This is based on a 1961 quotation from Le Monde, but the first use of the term in print was identified in France in 1956.

A comprehensive definition appeared in the New Columbia Encyclopedia (1975), which stresses that "most of the Third World was dominated by Western nations through some form of colonialism" and points out that the term Third World is intended to distinguish it from "two groups of technologically advanced nations, one - the so-called Western nations - largely influenced by the United States, and the other - the Soviet bloc - by the Soviet Union." It refers to three publications which appeared in the late 1960's and early 1970's, namely: A.F. Noqueira, The Third World (1967); Peter Worsley, The Third World (2nd edition, 1967); and A.R. Kasdan, The Third World: a New Focus for Development (1973).

All of these definitions refer to the political, geographic and economic characteristics of third world nations, and the last definition also points out the role of superpowers which exercise influence or "negemony" over

parts of the advanced world. In terms of global stratification of political strength, the third world would be represented by a large number of typically third-rate powers which rank behind the first tier of superpowers and the second tier of other advanced nations, East and West, which are now aligned with them. It is a fact of the global balance of power that the third world still remains relatively weak and politically ineffective, a target rather than an initiator of international political actions. But the relative strength of individual countries has changed considerably in the last twenty or thirty years. Many of the former colonial dependencies enjoy political influence comparable to western nations, some show considerable military strength, and the largest among them, such as China, dare to challenge even a superpower.

Geographic definitions place the third world in parts of continents other than Europe, North America, and territories predominantly settled by Europeans such as Australia and New Zealand. It is only when we think of the third world as encompassing racially different populations ("non-European" or "non-white"), or a system of distinct social and cultural traditions ("non-Western"), that we speak of the third world minorities which now exist in many parts of the Western world. These include the Blacks, American Indians, Chicanos, and Asian-Americans in the United States, immigrants from Asia, Africa, and the West Indies in Great Britain, white and black Africans in France, and the Maoris and Polynesians in New Zealand, to name some of the most often mentioned third world ethnics who now settle in ever growing numbers in many Western countries.

Thus a purely geographic definition which limits the third world to parts of Africa, Asia, and Latin America is not sufficiently accurate. Societies do not always match geographic boundaries. Some may spread across the borders of several countries, while a single country may contain within its boundaries several societies and cultures. The society of overseas Chinese, for instance, which shares certain linguistic, cultural, and religious characteristics, is composed of numerous communities which reside in different countries of South East Asia -- Hong Kong, Singapore, Thailand, Malaysia, Indonesia, the Philippines. South Africa includes a Western segment of white ("European") population, and a much larger segment of African population, which has third world characteristics.

The economic definition of the third world as a world of under-development is today a dated stereotype. The concept of underdevelopment was introduced in the United Nations report of 1951, Measures for the Economic Development of Under-Developed Countries, when the third

world as a whole was undergoing emancipation from colonial status, and when most of Africa and parts of Asia were still under direct colonial rule. Since then, however, the extent of social change and the rate of economic expansion in the third world has exceeded that of many Western countries. "Developing countries" rather than "underdeveloped" became a more appropriate designation, and in some instances the "fast developing economies", especially of some Asian countries, were contrasted with the slow growing, stagnant, or even depressed economies of the West. Patterns of urbanization, industrialization, and modernization reveal a great variety of socioeconomic change in the third world. Some countries enjoy a very high per capita income, higher than in many Western countries, while those supporting enormous populations still face serious shortages. In many parts of the third world urban growth has been even more rapid than in the West.

The most conspicuous example of economic advancement and modernization is, of course, Japan, which now ranks as an economic and political equal of large Western nations. In spite of becoming as "modern" as most countries of Europe and North America, Japan has nontheless not lost her Asian identity as a third world society. It was, in fact, due to the retention of traditional (and non-Western) forms of solidarity that Japanese society was able to undergo rapid industrialization without serious social disorganization. A country which depends on imports of raw materials, fuel, and food, with a labor force no more skilful than that in many Western societies (and which is even relatively well paid by Western standards), with a technology no more sophisticated than that available in the West, is able to compete in foreign markets, in industrial production, in America as well as in Europe. The answer has to be sought in the patterns of organization of the society, and in the forms of solidarity which retained certain traditional values -- cooperation, unambiguous communication, sharing of responsibility, formulation and awareness of long-term goals -- an answer which is of as much interest to the sociologist as to the economist.

The third world, besides sharing certain political, geographic, and economic characteristics, is also a demographi entity. By 1980, the demographic differences which had existed in the past between West and East (that is, between Western Europe, North America north of Mexico, Australia and New Zealand on the one hand, and Eastern Europe and the Soviet Union on the other) have virtually disappeared. Third world countries, however, still have fairly consistently higher vital rates, as the following table demonstrates:

	Total pop. (millions)	Crude birth rate	Crude death rate	Natural increase	Life expect-ancy	Urban pop. %
U.S.A.	222	16	9	0.7	73	74
U.S.S.R.	266	18	10	0.8	70	62
Spain	38	17	8	0.9	72	70
Poland	36	19	9	1.0	71	57
Australia	15	16	8	0.8	73	86
Bulgaria	9	16	10	0.5	71	60
All more developed countries	1,131	16	9	0.6	72	69
All less developed countries	3,283	32	12	2.0	57	29

Note: These data were obtained from the 1980 World Population Data Sheet (Washington, D.C.: Population Reference Bureau).

It is evident that demographic differences between USA and USSR are small. Four of the other countries have also very similar demographic characteristics, in spite of the fact that three of them (Bulgaria, Poland, and Spain) would have been described a generation ago as "poor" or "underdeveloped". By contrast, there are still striking differences between the more developed and the less developed countries in all the indicators, including urban population, and life expectancy (which has, however, increased in third world countries).

The population in the less developed countries today represents 75 per cent of the global population. The crude birth rate in the less developed countries is now exactly twice as high as that of the more developed countries, while the crude death rate is only 30 per cent higher. The relatively smaller difference in the death rate is a consequence of a rising living standard, lowering of infant mortality, and improved food supply -- a combination of health and economic factors. Consequently, the natural increase in less developed countries is 3 times higher than in the rest of the world. In the next 20 years, 90 per cent of the world population growth will be in third world countries, which will then represent between 80 and 85 per cent of the global population.

With this rapid population growth, an addition of about 1.7 billion people in the next 20 years, the West will experience, as it is already experiencing, intensified rates of migration. The third world community within and beyond America will continue to have an ever increasing impact upon this country and upon other major countries of the West. The Orwellian vision of a third world, raided at will by the superpowers, which in continuous confrontation with each other dominate the world, is less credible today than it seemed to be some 30 years ago.

Anthropologists have always been interested in the third world, especially in the tribal societies (sometimes referred to as the fourth world), which are studied intensively in India, the Philippines, New Guinea and elsewhere. Some sociological research has also focused on non-Western societies. A survey of some 1500 articles which had appeared in American Sociological Review and in American Journal of Sociology between 1955 and 1970, revealed that about 12 per cent of them were based on research on foreign societies (including those of the third world) or dealt with cross-cultural and comparative studies. In the early 1970's the share of such published research increased to about 18 per cent (see Charles Mark: Research Studies in Comparative Sociology, N.Y., 1973, Preface). Recent annual meetings of the American Sociological Association have included several sections on the sociology of developing countries and the third world. These dealt with such topics as modernization, urbanization, and class structure in Latin America (Mexico, Argentina, Chile, Nicaragua) and in East Asia (China, Korea, and the Philippines). Some comparative studies also appeared in the sections concerned with demography, immigration, race and ethnic relations, and the world systems.

S U R V E Y

COMMUNITY COLLEGES

Three community colleges were included in this survey: Berkshire Community College, Greenfield Community College, and Holyoke Community College. All three offer courses in the social sciences: in sociology and anthropology, criminal justice (at Berkshire Community College only in the Division of Continuing Education), and, at Holyoke Community College also in legal studies. However, the third world and third world minorities are touched upon only peripherally. The community colleges offer some courses (in history, and one in economics) which deal with at least some aspect of the third world; none of them, however, offers even a basic course in geography. Thus a community college student who typically has not studied geography since the 9th grade in high school has very little opportunity to gain any meaningful knowledge about the world outside the United States.

Berkshire C.C.

Berkshire Community College has the most limited range of social science courses: sociology is covered by an introductory course, by independent study, and by a topical seminar; there are two courses in anthropology, cultural and physical, besides a topical seminar and independent study. In history, the Black Experience, and Introduction to Chinese Civilization provide the only third world material.

Greenfield C.C.

Greenfield Community College offers 5 anthropology courses, one of which is on North American Indians, and 6 courses in sociology, including one on Myth, Magic and Religion, which does not seem, however, to discuss non-Western cultures. In history, a course on the evolution of modern Asian society is concerned with social change in the 19th and 20th centuries in China, Indochina, and Japan.

Holyoke C.C.

Holyoke Community College has the widest range of courses in the social sciences: 4 are in anthropology, including a survey of North American Indians, which covers present conditions not only in the United States but also in Canada and Mexico. Among the 11 sociology courses, we find Social Relations in the Black Experience of the United States, as well as a course on minority relations. The economics department offers Comparative Economic Systems, which, besides capitalist and socialist countries, also studies developing nations. Finally, history in its 16 courses offers no fewer than 5 with third world subject-matter: two courses in Afro-American history, two in the history of Latin American civilization, and one in modern Far East history with emphasis on China, Japan, Korea and South East Asia. The range of courses offered depends, of course, on the size of the enrollment and faculty in each college. Holyoke

Community College has an enrollment about three times that of Berkshire Community College, a much larger number of part-time students, and a faculty twice as large.

Thus these community colleges offer two types of course related to the third world. In courses on American minorities, the emphasis is almost entirely on Blacks and Indians, and more commonly on an historical viewpoint than on a contemporary one; in the study of specific areas of the third world, the emphasis is more often on East and South East Asia (especially China and Japan) rather than on Africa or Latin America. It is estimated that these courses amount to only about one per cent of those offered, and since they are at the periphery of vocational and technical interests, they are probably taken by less than one per cent of the students.

STATE COLLEGES

Besides North Adams, two other state colleges were selected for comparison. While the NASC curriculum will be discussed briefly in this section, it is described in more detail at the end of the survey. Westfield State College and Worcester State College course offerings will be examined here, as representative of the state college system. Each is larger than NASC, Worcester State substantially so, and both have much larger enrollments of part-time students.

Westfield State

Westfield has a department of sociology and social science which offers a minor in sociology,and a major in social science in an interdisciplinary program which includes economics, geography, history, political science, psychology, and sociolog There is a separate department of criminal justice, which offers its own major. The department of economics and busines management offers a major in economics, as well as one in economics with a business management concentration. The departments of history, political science, and psychology offer their own majors as well. The department of geography offers two minors, one in applied geography and the other in cultural-regional geography. Thus, the program of social science is well developed, with the exception of anthropology, which is represented by only one course (cultural anthropology) in the department of sociology and social science.

The existence of the two types of major -- in social science, and in the individual disciplines of economics, history, political science, criminal justice, and psychology -- has evidently imposed some constraint upon sociology and permitted only very limited scope to anthropology. The lack of anthropology is unfortunate, since its development along with sociology could have led to greater emphasis upon cross-cultural and third world subject-matter.

The situation is to some extent relieved by the courses of other social science departments, but of 15 courses in the geography department, only one deals with Africa and includes the political and economic problems of emerging African states, none with Latin America or Asia. The department of history offers 38 courses. One provides an introduction to the non-Western world, in a survey of the cultures of Asia and Africa and the roles played by Buddhism, Confucianism, Hinduism and Islam; 3 courses deal with Latin America, 2 with the Far East, and 3 with Africa. History majors must complete 2 three-credit courses of non-Western history, and they may choose non-Western history as their special area of interest. The political science department administers for its majors a minor in urban studies, which draws upon other social sciences and sociology. However, among its 26 courses only one deals with the third world -- Political Change and Development in the Non-Western World, with case studies of Asian, African, and South American countries.

Similarly, in the department of economics and business management, which offers a total of 42 courses, only one - Economics of Development - touches upon the third world. Of the 17 courses in the sociology and social science department, one is in cultural anthropology, and one deals with race and ethnic relations in the American context.

Westfield State also has a graduate program, in which it offers an M.A. in English (33 credits, competence in one foreign language and a thesis) and an M.A. in Psychology (33 credits), and an M.Ed. in counseling and guidance, educational administration, elementary education, history, mathematics, French, Italian, Spanish, reading, school psychology secondary education, and special education. Although we are primarily interested in the undergraduate curriculum of 4-year colleges and universities, it is useful to look into the graduate program of at least one state college.

A fairly large number of the courses offered are identical in the upper-level undergraduate and graduate programs, although some are offered only at the graduate level. The history department graduate courses on third world countries are those already described in the survey of the undergraduate program. In the geography department some additional courses are offered: Geography of South East Asia, and of South West Asia; Regional Geography of Africa, and of Latin America. Thus, out of 19 courses, 4 deal with the third world -- more than one-fifth, a higher proportion than at the undergraduate level. No specifically third world courses are offered at the graduate level by political science or by sociology; the latter is represented by only one graduate course, in urban sociology.

Worcester State

Worcester State College, with an enrollment of over 5,000, offers (as one would expect) the largest number of undergraduate courses among the three state colleges under consideration; even so, the third world is not particularly strongly represented outside of the traditional subject areas of geography and history. There is only a department of sociology (not sociology and anthropology as at NASC), and this limits the interest in third world studies. As at Westfield, anthropology is represented by only one course, cultural anthropology, in the sociology department. Two other courses in that department relate marginally to third world subject-matter -- one in race and ethnicity, and the other in urban sociology, which, though mainly concerned with the contemporary American metropolis, gives "some attention to cross-cultural urban phenomena as well".

There is a separate and strong department of urban studies, offering a major as well as a minor program, but not in conjunction with sociology. In fact, it does not refer in its program to the urban sociology course mentioned above. Its courses are offered in two major areas: health and human services, with emphasis on social work; and public services and urban planning. They deal with such topics as justice and crime in urban society, urban health and social services, social work in urban settings, and urban youth -- matters of interest to sociology as well as to social work. On the other hand, none of its courses deal with urban growth in a global perspective.

The program of criminal justice, an "upper division concentration", is offered jointly by the departments of history and political science, psychology, sociology, and urban studies to their majors. Worcester's sociology department contributes a fair share of courses to the criminal justice program -- sociology of deviance, formal organizations, juvenile delinquency and criminology -- unlike Westfield, where the criminal justice department offers all its own courses and neither refers to sociology nor requires specific sociological prerequisites, and the sociology department offers only one course relating to but not integrated into criminal justice, namely, juvenile delinquency and criminology.

One would expect relatively greater attention to third world topics in other social science departments. This is the case, especially in geography and history, as we will see later. In the department of economics, as at Westfield, one course out of 23 deals with less developed countries -- Economic Development, which studies "social, cultural, and political forces shaping the development of such countries". A separate department of management has an "upper level program of professional studies in management" which is broad and highly structured, drawing upon courses from other

departments such as economic geography, economic history of the United States, formal organizations (a sociology course), medical sociology, and others. It offers four concentrations: in business administration, in public administration, in health administration, and in preparation for graduate study in management. The concentration in business administration offers options of specialization in accounting/finance, organizational behavior, or production and operations management. However, no course offers preparation for work in corporations which do business in foreign countries or are involved in international trade. Yet employment opportunities exist with large multinational corporations in almost all parts of the world, where in fact many American citizens can find employment or are currently employed.

The department of geography and geology offers for each continent a regional geography course, which includes economic, political, social and cultural analysis. In addition, separate courses are offered on Middle America (Mexico, Central America and the Caribbean) and the Middle East. Thus, out of 35 courses, 5 deal directly with countries and societies of the third world.

The history and political science department stresses the fact that it offers a wide range of courses in the fields of American, European, Asian, Latin American and Middle Eastern studies. As at Westfield, history majors are required to take two courses in non-European non-U.S. history. Political science is offered as a minor in the history department. Out of 60 history courses, 3 deal with American ethnics - Indians, Afro-Americans, and immigrants; 3 with the Middle East; 2 with the Far East; and one with Latin America -- a total of 9, or roughly a similar proportion as in geography. Out of 15 courses, political science devotes 2 to the Middle East and one to Latin America. A separate program of an 18 credit hour minor in Middle East Studies consists of 3 required history and geography courses, but other departments such as sociology also participate in it. A course in Arabic or Hebrew is strongly recommended, and the department of foreign languages offers in cooperation with the program two courses in Arabic. The program description refers to the fact that "American citizens in ever increasing numbers find employment in the many nations of the Middle East" as well as to the significance of Middle Eastern oil for the American economy.

The foreign language department, which has a substantial number of courses in its majors in French (25) and Spanish(25) and its minor in German (11), also offers two courses on the Hispanic world today, which deal with social, economic, and political institutions and value systems -- social science courses given in Spanish. The departments also has a course in foreign language business correspondence, but this is not referred to in the program of business management.

Comparison with NASC

To summarize: the third world receives somewhat greater attention in four-year state colleges than in community colleges, although its presentation is no more innovative and often less imaginative. Conspicuous is the lack of anthropology, a most significant difference from the situation in North Adams. Two community colleges, Greenfield and Holyoke (combined enrollment about 3,500) offer 9 anthropology courses; two state colleges, Westfield and Worcester (combined enrollment over 8,000) offer only 2 courses, one each; North Adams (enrollment 2,100) offers no less than 15. Serendipity? Not quite, since this difference has existed for more than 10 years, since the 1970-71 academic year when sociology as well as anthropology courses were first offered at NASC in the history-sociology department; a separate department of sociology and anthropology was created in the following year. Along with anthropology came strength in sociology. Then, as today, sociology is a stronger component of the NASC curriculum than it is in most other state colleges. Sociology at NASC offers some 30 different courses, compared with about 15 at Westfield (which does not have a major in the subject) and 25 at Worcester (which has a sociology major, but is more than 2½ times the size of NASC in enrollment). Within the framework of a joint sociology and anthropology program, it was possible to develop interest in the third world, an interest that also existed in other social science departments.

NASC grew relatively rapidly in the 1970's, as did the community colleges, and this provided an opportunity for innovation. Where traditional departments of history and geography were well established in the curriculum, as was the case at Worcester and, to some extent, at Westfield, innovation occurred within those programs, or in separate programs which involved sociological subject-matter but were not formulated by existing sociology departments. This was the case with criminal justice at Westfield, and with urban studies at Worcester; neither of these exist as separate programs or departments at NASC. Only in the case of Middle East Studies at Worcester has sociology had some impact on the formulation of an innovative minor.

ROMAN CATHOLIC COLLEGES

Four Roman Catholic colleges were included in the survey, and their curricula will be analyzed, at least briefly, before we turn to a larger and more significant segment, that of private colleges. With the exception of the College of the Holy Cross, whose enrollment is somewhat larger than that of NASC, the three other colleges are relatively small -- Anna Maria and Assumption have enrollments just exceeding 1,000, and the College of Our Lady of the Elms an enrollment of about 600. The latter, a women's college, is located in Chicopee, and belongs to the Consortium of CCGS (the Cooperating Colleges of Greater Springfield). The other three coeducational

colleges belong to the Worcester Consortium, which also includes Worcester State College and Clark University.

Anna Maria College

Anna Maria College changed its status only in 1980 from Roman Catholic to a private, independent college under a lay/cleric board of trustees; its faculty is now 90 per cent lay personnel and 10 per cent religious. Although the graduate division of Anna Maria College opened only in 1974, it now offers a Certificate of Advanced Graduate Studies in counseling psychology; an M.A. in biological studies, counseling psychology, criminal justice, and school counseling; an M.Ed.; M.B.A.; and M.S. in medical technology. The college concentrates on career-oriented programs in relatively few departments.

College of the Holy Cross

An interesting contrast exists between Holy Cross, which stresses selective admission based on superior academic achievement and points out that many of its graduates are "among the nation's most respected leaders in business, government, religion and the professions", and the newer and smaller Assumption College. Assumption encourages the development of an individual "with many talents, skills, and abilities", and offers flexibility, opportunities for exploration, experimentation, and discovery. Besides 1,400 undergraduates, Assumption has 500 graduate students (for the M.A. and C.A.G.S., a relatively large number, like Anna Maria). The faculty ration is here 20 to 1, compared with 14 to 1 at Holy Cross.

The College of the Holy Cross stresses traditional academic subjects, above all history and foreign languages (ancient and modern); besides Latin and Greek it offers French, German, Spanish, Russian, and Italian. Cross-cultural and third world topics, mainly concerning Latin Amer receive some attention, predominantly in the history departmen On the other hand, neither anthropology nor geography is taugh The economics department, among its 40 courses, has two of special interest: Economic Systems in Modern Latin America, and Economic Development of Modern China. The political scien department, among some 45 courses, offers 3 (all in the Comparative Politics section) on politics of revolution in developing countries, democracy and socioeconomic reform in Latin America, and Latin American politics. Sociology, with over 30 courses offers one on race and ethnic relations and another on immigration. Finally, history, which offers some 75 courses, has 3 on Latin America and 2 on Africa, as well as Afro-American History I and II, and Islamic History and Civilization; there are none specifically on Asia. However, Asian cultures are touched upon in two courses in the department of religious studies: Religions - China and Japan, at the introductory level, and Mystics and Zen Masters, at the intermediate level.

Assumption College

Assumption College, on the other hand, teaches both geography and anthropology, the latter as one course in the sociology department. Geography is offered in 11 courses, 6 of which constitute a minor, linked to a program of a major in foreign affairs to which all the social sciences contribute. This program is designed to train students for graduate work in public and international affairs, and for careers with private and public international organizations. A modified program leads to international management, combining the major in foreign affairs with a minor in economics and business office courses. The program description points out that "all business today is international business, for all are affected by international economic developments". In the third world area, geography offers a course on South America, and one on the regional geography of South East Asia; politics offers one on comparative Asian politics, and another on the politics of Black Africa; history offers the American Black Experience, and Asian Civilization.

Assumption College has been committed to foreign languages and foreign affairs since its founding in 1904 by "Les Augustiniens de l'Assomption" of Paris. French was used as the language of instruction (except in English, and the sciences) through the mid 1950's. Now 80 per cent of its faculty are lay persons and 20 per cent religious. Besides training in international business management it offers all the social sciences, and pays relatively more attention to third world topics than does the more traditional College of the Holy Cross.

College of Our Lady of the Elms

Elms College has a relatively strong department of sociology, considering the size of its enrollment. The department offers 17 courses in sociology and about the same number in social work; a student may choose a concentration in either field. The departments also offers courses in cultural anthropology, minorities in American society (with particular reference to the dominant-minority theory and American race relations), and an advanced course in social work, designed "to provide the future social work practitioner with an international cross-cultural perspective, in a world that is increasingly interdependent". Students study human services delivery systems in a foreign setting to gain better understanding of other cultures.

The colleges in this group all have a relatively strong component of foreign languages and traditional academic disciplines such as history, both of which bring some awareness of foreign cultures. It is,however, only when the curriculum expands to include other social sciences that third world topics receive a balanced exposure through anthropology, economics, geography, history, political science, and sociology. This trend is somewhat hampered by specialization in career- and vocationally-oriented teaching, unless such training is perceive as leading to occupational opportunities abroad, including work in developing countries.

PRIVATE LIBERAL ARTS COLLEGES

Private institutions of higher learning occupy a prominent position in Massachusetts, and some of them are among the best known nationwide. They often set a trend in academic innovation and serve as models for public institutions. Because of their stronger financial position and greater independence in the decision-making process, they enjoy a relative freedom of choice in curriculum planning.

Not all educational trends start, of course, in the private sector. Public institutions have been coeducational for a long time, while many private colleges enacted this change only in the last decade. Thus Amherst College and Williams College (and many Roman Catholic institutions) became coeducational rather than continue to limit their enrollment to either sex. At Williams College the ratio of men to women in the freshman class of 1980 was about 55 to 45; black students made up 7 per cent of the student population, and all minorities over 10 per cent -- another trend in the admissions process. Yet some private colleges for women still define themselves as such, although male students increasingly participate in their classes, either as exchange students or as a consequence of course cross-registrations encouraged by the various consortia to which they belong.

Consortia

Private colleges have led the way, however, in finding ways to share resources through various cooperative arrangements. Within the last ten to fifteen years a number of these consortia have also included public colleges and universities in their membership. In the area of central and western Massachusetts three such consortia are in existence. The Worcester Consortium includes institutions of all kinds, from junior and community colleges to graduate schools, private and public, liberal arts and specialized institutions. It includes ten institutions, all within a distance of about ten miles: Anna Maria College, Assumption College, Becker-Leicester Junior College, Central New England College, Clark University, College of the Holy Cross, Quinsigamund Community College, University of Massachusetts Medical School, Worcester Polytechnic Institute, and Worcester State College.

The Springfield consortium, the Cooperating Colleges of Greater Springfield, was formed in 1971. It provides a combined library collection of 750,000 volumes, and a combined faculty of 840, who serve 15,000 full-time and 12,600 part-time students enrolled in the eight participating colleges. This group, composed of 6 coeducational and 2 women's colleges, includes American International College, Bay Path Junior College, College of our Lady of the Elms, Holyoke Community

College, Springfield College, Springfield Technical Community College, Western New England College, and Westfield State College. Besides the typical four-year liberal arts curricula, this group has technical and engineering programs, and a law school. Cross-registration, jointly sponsored educational and social programs, and exchange of faculty are now possible as a result of closer cooperation and coordination of activities, although in comparison with the Worcester Consortium this group is a less closely knit unit.

The third consortium, known as Five Colleges, Inc. and located in the Amherst-Northampton-South Hadley area, is the most advanced in various joint programs and academic coordination. Its beginnings date from the 1930's, when informal faculty and student exchanges existed among the cooperating colleges. A fifth, Hampshire College, was established in 1965 as the result of the recommendation of a committee from the four existing colleges. Today, Amherst College (1,590 students), Hampshire College (1,250), Mount Holyoke College (1,950), Smith College (2,560) and the University of Massachusetts at Amherst (undergraduate enrollment 19,000 and graduate 5,000) have established two Five College departments and also two Five College programs: Black Studies, which dates from 1971, and Asian Studies, which dates from 1979. Several interdisciplinary programs, such as Canadian studies, Irish studies, Near Eastern and Judaic studies, Latin American studies, and Women's studies are offered by the Five Colleges, along with some cooperative M.A. and Ph.D. programs; the colleges also jointly support several faculty positions. Cooperative efforts involve transportation, lecture series, cultural performances (including a Third World Theater series), a radio station, and other such activities. The relative vitality of student cross-registrations in the last 8 years is indicated by the increase from 320 to 5,000 semester course enrollments per year in that period. In 1978-79 there were about 870 semester course enrollments by Amherst College students at the other colleges, and about 1,200 such enrollments at Amherst College by students from the other institutions.

Cross-registration for courses at the other colleges of the consortium is not the only option open to these students; some of them may also participate in the Twelve College Exchange Program, to which Amherst, Mount Holyoke, Smith, and Williams belong, along with Bowdoin, Connecticut, Trinity, Dartmouth, Vassar, Wellesley, Wesleyan and Wheaton Colleges. But cooperation in a close geographic neighborhood creates interdependence which assures continuity in cooperative efforts. Amherst College, for example, stresses interdisciplinary programs in Asian, Latin American, and African Studies, in which it depends on course offerings of the other institutions in the Five College area. Such programs would

not be possible without the ready access to a sizable collection of books and periodicals, provided by the libraries at the University and the other members of the consortium. The experimental program at Hampshire College depends very directly upon courses offered by other institutions and upon their library resources.

Nationwide trends toward cooperative arrangements, coeducational enrollment, and greater representation of minorities in undergraduate programs were accelerated by student demands as well as by increasingly limited funding and declining enrollments in the 1970's. Responsiveness to students' interests and the need to attract older and part-time students brought about innovations in the undergraduate curriculum and introduction of new subject-matter. One of these innovations was increased attention in the social sciences to cross-cultural topics and to non-Western societies. In the Massachusetts State College System the social sciences grew faster than education, the humanities, or the natural sciences; between 1971 and 1979 the social sciences grew from 13 per cent to 21 per cent, the natural sciences remained at the 7 per cent level, and education declined from 60 per cent to 25 per cent, and the humanities from 14 per cent to 5 per cent. An analysis of the curricula of private colleges also shows considerable growth in social science electives, many of them concerned with cross-cultural topics and non-Western societies and cultures.

American International College

Founded in Lowell, Mass. as the French Protestant College in 1885, and moved to Springfield three years later, American International College was first concerned with the education of French Canadians and, later, of other immigrants and many foreign students on a non-denominational basis. At present, the history department there includes two courses, on China and Mexico, among its 27 course offerings. But the sociology department has a significant number of courses dealing with the non-Western world, as well as an introductory course in anthropology. We find here Social Structure of India, and Sociology of the Third World, and a course on cultural change which deals with Asia, Africa and Latin America; in addition, the department offers a course on race relations, and one on the American Indian. Thus, out of 25 sociology electives, no less than 5 deal with non-Western societies. The department of political science gives about the same share of its attention to third world concerns by offering courses on government and politics in Latin America, and in South Asia, and in the Middle East; on foreign affairs in South and South East Asia; on revolutionary movements in Latin America; and a course on international organizations, which examines the role of the United Nations and regional organizations. Elsewhere these courses might be taught in a geography department or in an area studies program. However, there is no geography department at American International College.

Springfield College

Founded in 1885, the same year as AIC, Springfield College was established to educate young people in community service; it was first known as the School for Christian Workers. From 1912 to 1953 it was the International YMCA College, and even now, under its present name, it retains a strong emphasis on human service careers. Springfield College stresses interdisciplinary programs, including Afro-American Studies, to which both anthropology and sociology contribute, and International Studies, which is designed to examine social, economic, and political forces relating to "geographic areas larger than national in scope".

The college offers a wide range of social science courses, in anthropology, sociology, geography, political science, and black studies. Anthropology gives courses on peoples and cultures of Africa, Asia and Latin America, as well as on minority cultures of the United States. The Division of Continuing Education offers a course on the Hispanic Community, which analyzes the social problems of Spanish-speaking populations in an American context, and a course, New Practices in Working with Developing Nations, which examines the programs of voluntary and governmental agencies in developing countries. In the history department, we find Far Eastern Civilizations, which examines India, China, and Japan, and a course on modern China from 1840 to the present. Political science dedicates only one of its 19 courses to the problems of the third world, in Politics of Development. However, an international orientation is fairly well represented here by the social sciences.

Western New England

Western New England College was established in Springfield in 1919 as a division of Boston's Northeastern University, and like its parent institution was closely associated with the YMCA. It was incorporated as Western New England College in 1951. The college has departments of economics, government and politics, history, social science and sociology, each of them offering at least one course on a third world topic, but there is less emphasis on an international orientation than in the two colleges just described. The economics department offers a course in economic development; government and politics gives one on Asian comparative government and politics and another on Latin American politics; the history department two courses on Black America; the social science department, Regional Cultural Studies in South East Asia, Sub-Saharan Africa, Aboriginal North America, India and China; and the sociology department, courses on minority groups as well as one in cultural anthropology.

The curricula of the three colleges in Springfield are to some extent complementary, since students can freely register for the courses of other colleges within the CCGS consortium. All of these colleges also offer graduate programs, in such areas as business administration, education and psychology.

Western New England also has schools of engineering, and law, and a pharmacy program. All try to serve a broad range of interests of full-time as well as numerous part-time students.

The four private colleges of the Five College area, on the other hand are more selective in their admissions policies and serve primarily the needs of the undergraduate student. Their curricula are essentially academic, as much as those of some Roman Catholic colleges, but here the emphasis is less on traditional subjects and classics and more on innovative liberal arts programs with strong cross-cultural and international orientation. Third world topics receive relatively greater attention here, especially at Mount Holyoke College and Amherst College. Though geographically separated from the Five College consortium, Williams College, with a similarly highly selective admission policy, exhibits some of the same characteristics, with prominence given to Afro-American studies, area studies, and third world countries.

Mount Holyoke College

Mount Holyoke, long established as a liberal arts college for women, participates in a number of active exchange programs, so that each year several students spend an academic year in Japan, the Philippines, or Madras, India. The college also attracts a number of foreign students (about 100, from some forty countries), many from the third world. Mount Holyoke enrolls about 25 graduate students each year in M.A. programs or as participants in the cooperative Ph.D. programs offered by the Five College consortium. For an A.M. degree, reading knowledge of one foreign language (in some departments, two foreign languages) is required. Students from abroad may select courses that enable them to qualify (after a minimum of one year's residence on the campus) for various types of Certificate for International Students.

In its Asian Languages program, the college offers two courses in Chinese and one in Japanese, as well as a course in Asian art. An interdisciplinary major in Asian Studies requires Chinese, Japanese or Sanskrit, appropriate social science courses, and a senior seminar. Black Studies and Latin American Studies are also interdisciplinary programs, which include anthropology and sociology courses along with other social sciences, languages, and liberal arts subjects.

From the 20 courses of the department of economics, two relate to the third world: Economic Development, and Comparative Economic Systems. The geography department offers courses on Central America and the Caribbean, South Asia (which covers India, Pakistan, Bangladesh, and Sri Lanka), the Middle East, and Africa; thus 4 out of its 16 courses deal with third world countries. In the history

department 5 courses out of 40 deal with non-Western societies: a course on the Chinese revolution, two on Africa, and two others on China. About the same proportion of courses is devoted to the study of the third world in the department of politics, namely, 7 out of 55; there are courses on African, Southern African, Latin American, and South East Asian politics, on Southern African and world politics, on international relations of the third world, and on political development in the third world.

Mount Holyoke's department of religion has a section on Asian religions, which treats the Islamic tradition, Chinese thought, Japanese religious traditions, and Indian traditions, besides such specialized subjects as Yoruba traditional religion and culture. The department of sociology and anthropology offers courses on Africa, Indians of Mexico, Guatemala and Peru, and the cultures of the Middle East. Sociology itself is also considerably involved in the interdisciplinary major of Urban Studies, to which it contributes (in contrast to similar programs at Westfield and Worcester) seven courses: fieldwork in the Black community, urban sociology, population studies, social stratification, social problems, minority community and intergroup relations, and a seminar in urban studies; several of these courses are concerned with third world minorities in the United States.

Amherst College

Amherst College also participates in several exchange programs, one of which is with Doshiba University in Kyoto, Japan (the Associated Kyoto Program). More than 40 foreign students a year study at Amherst College, some from Japan and other Asian and African countries, some from Puerto Rico and other parts of Latin America and the Caribbean. The joint department of anthropology and sociology is active in all major interdisciplinary programs -- Black Studies, Latin American Studies, and Asian Studies. Asian Studies majors are expected to integrate social science and humanities perspectives, with emphasis on South Asia or East Asia. Students are encouraged to spend a semester during the junior year in an Asian country, preferably Japan, Taiwan or India.

The department of anthropology and sociology gives a course on traditional India, which focuses on village life, the family, and the principles of the caste system. The economics department offers a course on the economic problems of less developed countries. History covers modern East Asia, Africa, Latin America and the Caribbean. Political science offers a course on Chinese politics, and one on politics in third world nations, which discusses the legacy of colonialism, traditionalism and nationalism, elites and ideologies. The department of religion has three courses -- in Indian philosophy, Indian religious traditions, and Buddhist scripture.

Smith College

Smith College has a relatively strong graduate program (for about 150 men and women) offering M.A., M.A.T., M.F.A., M.Ed. and both M.S.W. and D.S.W. degrees, as well as a Certificate of Graduate Studies. In its undergraduate division, it remains a women's college. It offers an interdisciplinary major in Afro-American Studies, with courses in government, history, and sociology.

The department of economics has a section on international and comparative economics, with about 10 courses, some of which deal with problems of development, agriculture and nutrition; several seminars examine the development of specific areas: South East Asia, Latin America, and Sub-Saharan Africa. Similarly, the department of government has sizable sections on comparative government, and international relations, with courses which address third world issues.

The history department's section on Latin America includes courses on Mexican and Brazilian societies. The department of sociology and anthropology offers a course on ethnic minorities in America, which studies cultural and political problems in racial and ethnic relations, and the internal organization of minority communities. A course on the ethnology of Africa is concerned with sub-Saharan societies and social change in modern Africa, and the impact of Western pressures on traditional institutions and values. The department also offers a seminar on the politics of protest, which surveys patterns of resistance, differential assimilation, and evasion in the third world. Even a course on culture and communication, which studies the social and cultural implications of radio, television, newspapers, magazines, popular music and popular fiction, notes developments in the third world as well as in America and Europe. The third world receives due attention in several other courses of the department, especially one on modernization (with case studies from Asia), and one in urban sociology (which focuses primarily on the United States, but uses comparative material from African and other societies). The department of sociology and anthropology at Smith College is among the most active in the field of third world studies.

Hampshire College

Hampshire College, which grew in the last 10 years from 200 to 1200 students, no longer considers itself "experimental" -- yet its requirements, curriculum, credit system and examinations are the least traditional of all the colleges surveyed. Even the mix of students stresses innovative efforts: there are equal proportions of men and women; 7 per cent of them are third world students; about two-thirds are students from public schools, and one-third from private schools or alternative high schools and programs. Each year the college admits about 150 transfer students from other colleges.

Hampshire College's planning and philosophy was expressed in The Making of a College (MIT Press, 1966) by Franklin Patterson and Charles R. Longwood, who became the first and

second presidents of the college. It places great emphasis on the student's initiative, self-motivation, and responsibility for the results of study, ideals reminiscent of traditional European universities. It also represents an attempt to apply some of the principles of American graduate training to undergraduate education. Students progress not by accumulating course credits or grades, but by succeeding in comptency examinations within reasonable time limits. The B.A. degree requires the completion of six such examinations at three levels or "divisions". Division I tests basic comptence in natural science, social science, language and communication, humanities and arts (4 examinations). Division II tests understanding of a particular field, gained through study (a "major" - one examination). Division III requires completion of an independent study or performance (a "project" or "paper") which demonstrates skills, understanding, analysis or interpretation (one examination).

Testing of general knowledge (of liberal arts and sciences, but not of applied sciences and technology), then examination of specialized knowledge of a subject, and ultimately an assessment of an independent research project or a creative product is a sound educational procedure. However (and this is quite different from traiitional higher education in Europe), the examinations are not standardized, competitive, or eliminative; they are, in fact, highly flexible and individualized.

In Division I, it is the student who determines, along with an examination committee, the format of the test. It is typically based on the student's examination proposal, and may take the form of an essay, followed by discussion with the committee, or an oral presentation to a class, or an art work, an exhibit etc. In Division II, "the concentration" again does not necessarily involve specific subject-matter, but is problem-focused and often interdisciplinary, and is generally defined as a broad area of interest (such as American history, or mass communication). This examination again takes the form of a discussion, evaluation of course work, and an oral examination. It is often based on the student's "concentration statement". Finally, in Division III (regarded as "advanced studies") the student carries out an independent study project, which leads to a paper; the integrative requirement of such work is often fulfilled by participation in integrative seminars. Division III also has the requirement of some activity which benefits the Hampshire community or the community beyond the campus (such as service on a local ad hoc advisory committee on nuclear power).

Interesting as these examination practices are, they do not test mastery of subject-matter or of a skill. Nor does this appear to be the purpose of study. In the critical area of languages, Hampshire College states quite clearly that the emphasis of language study is not the learning of a particular foreign language, but rather on "human language in general". Therefore Hampshire has no language department, although French and Spanish are taught at introductory and intermediate levels. Students interested in more advanced work depend upon Five College cooperative resources. Similarly, computers and computer science receive greater emphasis than mathematical skills.

The flexible system of examinations is paralleled by a flexible system of courses. There are no course requirements and there are no course grades; course credits do not count toward graduation, and no courses are mandatory. In Division I (corresponding approximately to freshman and sophomore years) students enroll in small seminar-like classes which are often attached to large lecture classes. Since 1979 the college also offers pro-seminars, which are preparatory for seminar work. Each student's program is individually designed in cooperation with faculty advisers. In Division II students attend lecture classes and discussion-type seminars. This level (approximately the junior year) is the source of greatest intercollegiate contact, since most students then take one or more courses at one of the four cooperating institutions. Students are encouraged to become competent in the area of concentration with less guidance from the faculty. In Division III (senior level) students work again in consultation with faculty advisers on an independent study project and participate in integrative seminars.

These arrangements, both at the course level and at the examination level, allow for maximum flexibility in the curriculum. Instead of departments, the college is divided into 4 multidisciplinary schools, which offer courses mostly not limited to a single subject but rather on interdisciplinary topics. Instead of traditional courses such as, for instance, human biology or physiology, a course may be taught by a chemist, a biologist, and a sociologist and entitled Human Biology: Topics in Physiology, Medicine, and Public Health. Courses are often modified, and some new courses are introduced each semester. There is no set syllabus of courses, but rather courses are developed in response to student and faculty interests. Some are broadly based, others are very specific, dealing with a subject of special interest within a discipline. The same course is rarely repeated for more than a couple of years, and the college does not publish the usual listing of courses by department or school. Instead, it offers a listing of the names of recent courses under various areas

of study, with the provision that in any semester new courses can be designed and previous courses repeated or modified. Usually, however, in a two year period many courses are repeated, but with a slightly different focus.

Of the 4 multidisciplinary schools, of greatest interest to us is the School of Social Science, which encompasses the disciplines of anthropology, economics, education, history, law, political science, psychology, sociology, and statistics. This is a full range of disciplines, as broad as in any other (and mostly larger) colleges of central and western Massachusetts. Interestingly enough, neither geography nor demography is offered in that school or one of the others. Geology is included in the School of Natural Science. This confirms the suspicion that, even in a most innovative curriculum, students' general interest in the international field does not relate to such "hard-core" subjects as foreign languages or geography, and that such an interest (or lack of it) was developed through previous high school experience.

Several of the areas of study relate to cross-cultural interests and the third world. Black Studies are linked to the Five College major. A course in development and underdevelopment is designed for students interested in the developing countries of Africa, Asia, Latin America and the Caribbean. Social and Political Thought places emphasis on the study of Marxism, philosophies of liberation, and theories of women's liberation, besides the classical theories of Comte, Durkheim, Weber and others. Women's Studies features a course on comparative family cultures of Europe, America, and China, and one on Black women. Among the School of Social Science courses, several deal with third world topics. In Division I we find sociology of the Black family; peasant revolution and village society in modern China; interpreting other cultures; and a Third World Women Film Series seminar. Division II includes courses on Black Americans in a capitalist society; colonialism and the Black experience; African development; social classes in the Black community; and family revolution in China. Division III integrative seminars cover topics on new China and Japan. Thus at Hampshire College, interest in the third world centers upon minorities, especially Blacks, and regionally upon East Asia.

Williams College

Williams College, although not geographically part of the Five College area (it is removed by a distance of more than 60 miles) has a program of study similar to several of the Five Colleges, but much closer to Amherst College than to Hampshire College. It has a fairly strong component of third world studies, to which all social science departments contribute. In the social sciences, majors are offered by economics, history, political science, and sociology.

The Afro-American Studies program is interdisciplinary, involving social sciences as well as humanities. The Area Studies program is also interdepartmental, involving a foreign language (Spanish) and with a focus upon peoples and cultures of the non-Western world; the third world is represented here by Latin America, Africa and the Middle East, and South and East Asia. Its only weakness is the lack of geography, either as a department or as a course. On the other hand, the departments of history and political science offer an impressive array of courses. Among the 43 history courses 8 (almost one-fifth) cover third world topics: one on Chinese civilization, one on Japan, 2 on African history, 2 on Afro-American history, one on the Chinese Communist regime, and one on comparative history (Marxism in the non-Western World). A somewhat smaller proportion (7 out of 47) of such courses is offered by the political science department: Political Participation and Black Americans; the Third World and the International System; Middle Eastern, Far Eastern, Latin American politics; Latin American and U.S. Relations; and Modernization.

The departments of anthropology and sociology provide substantial coverage of third world peoples and minorities in courses on North American Indians, cultures of Africa, peoples of South East Asia, and of Latin America; and in courses on comparative ethnic relations, and on the Black American from a sociological perspective. The economics department has two courses on economic development, one on world food problems, and one on the economics of Black American experience in the United States. In the department of religion, 5 out of 20 courses are devoted to non-Western religious phenomena, with special emphasis on Hinduism, Buddhism, and Islam.

The private liberal arts colleges offer the most in curriculum innovation in introducing courses in third world studies. These courses are given in traditional social science department, especially in history, but also in political science, sociology and anthropology, and economics. Geography is not always taught, but special interdisciplinary programs are often developed in Black Studies or in Area Studies. All courses offer sociology, but the critical subject for an extensive development of third world studies are geography and anthropology.

UNIVERSITIES

There are two universities with graduate and professional schools in the central and western Massachusetts survey area. The University of Massachusetts at Amherst, with almost 24,000 students, is the largest institution in the region; Clark University, in Worcester, has some 2,200 full-time students and almost 1,000 part-time students.

U.Mass. Amherst

The University of Massachusetts at Amherst has several colleges and schools, and a division of military and air science. Our main concern will be with the College of Arts and Sciences, which is divided into 3 faculties: the faculty of humanities and fine arts, the faculty of natural sciences and mathematics, and the faculty of social and behavioral sciences.

In the faculty of humanities and fine arts, two departments and a major program are strongly involved with third world studies. The department of Afro-American studies offers an undergraduate major to students interested in the culture of Black people in Africa and the New World. The major is interdisciplinary, involving humanities as well as social sciences. The department offers courses which range from African history and art, the Black church, and third world theater, to revolution in the third world, and Blacks and urban public policy, courses which focus on the status of the Black minority in the United States and its cultural traditions.

Asian Studies offers a major program, and administers a certificate in Asian Studies which requires 24 credits in 3 distinct disciplines. The certificate is supplementary to a degree, as a proof of concentration in Asian Studies, and useful for teaching positions or as a preliminary to graduate study. Several departments (anthropology, art, comparative literature, geography, history, political science, and sociology) participate in Asian Studies, along with language programs in Chinese and Japanese offered at the University and at other colleges in the Five College consortium. Students are encouraged to spend their junior year abroad, at Tunghai University in Taichung, Taiwan, or at Sophia University in Tokyo, Japan, where they can earn 30 University of Massachusetts credits. The Chinese division of the program offers over 30 different courses, and the Japanese division more than 20.

The history department is also very strongly involved in both Asian and Latin American studies, and almost one-fifth of its courses (16 out of 86) are offered in these areas. The courses cover China (3), Japan (2), Vietnam and Cambodia, India, Asia in general, and the Near East (2) -- a total of 10 courses on Asia. There are 3 courses on Latin America, and one each on Argentina, Mexico, and the Caribbean -- a total of 6 courses on Latin American countries. Courses on Africa are offered through the department of Afro-American studies.

The much smaller department of geography is located in the faculty of natural sciences and mathematics, as part of the joint department of geology and geography. Geography offers only 16 courses, but 4 of them are on

East Asia, South East Asia, Latin America, and underdevelopment. The geology program is far stronger, with about twice as many courses.

Each of the departments in the faculty of social and behavioral sciences (apart from psychology) offers courses on the third world. The departments of anthropology and sociology offer some 9 courses: on Africa (2), on Latin America, on Cuba, on North American Indians, on race relations, on social change (with emphasis on third world development) and a seminar on third world development as well as one which examines women's roles from a cross-cultural perspective. The department of anthropology is the largest in New England, and its main strength is in physical anthropology and archaeology. Political science offers about the same number of courses on the third world, covering equally Africa, Asia and Latin America, with 2 or 3 courses in each area; this represents more than 10 per cent of its 73 course offerings. In the department of economics there is a course on economic development, which deals with the problems of underdeveloped countries.

Besides departmental programs, the College of Arts and Sciences offers two interdepartmental undergraduate programs of interest. Latin American Studies is a strong certificate program, supplementary to a regular major. It is considered an important part of the University's expanding program in international affairs and area studies. The certificate requires a working knowledge of Spanish or Portuguese, achieved through at least one year of study, 4 courses in 3 social science disciplines, and an interdisciplinary seminar on Latin America. The much smaller interdepartmental program in Near Eastern Studies offers a major (24 upper level credits, and 2 years or the equivalent of any Near Eastern language). Majors are urged to spend a summer, a semester, or a year in the Middle East. Elementary, intermediate, and "special topics" Arabic is offered in this program.

Undergraduate students at the University of Massachusetts at Amherst thus have ample opportunities to pursue their interests in third world studies, either in the form of a major in Afro-American Studies, Asian Studies, or Near Eastern Studies, or as a regular major in the departments of anthropology, geography, history, political science, or sociology. A student can also qualify for a certificate complementary to a major, in Latin American Studies or in Asian Studies. He or she can not only benefit from social sciences and humanities courses offered on the university campus, but can also take advantage of the Five College system to attend

specialized courses at any of the other cooperating colleges. Similarly, students from the other colleges may take advantage of the resources at the University. The Five College consortium has proved highly effective in expanding opportunities beyond those available on any single campus.

In addition, students at the University may undertake overseas study, and participate in international exchange programs. The anthropology department offers 4- and 7-month field programs in European anthropology, and the geography department provides a spring semester abroad in geography field methods. Academic year programs for study overseas involve exchanges not only with a number of universities in Great Britain, but also with universities in Japan, Nigeria, Taiwan, and the People's Republic of China.

Clark University

Clark University, with the oldest graduate program in New England and the second oldest in the country, is a private, coeducational, liberal arts university with a graduate school and a college of professional and continuing education. We are primarily interested in its undergraduate college, which offers an impressive range of academic programs in the social sciences. Clark stresses small classes and seminars, interaction between graduate and undergraduate programs, and unusual opportunities for independent study. Undergraduates in their junior and senior years can begin to fulfill requirements for advanced degrees by taking courses in integrated programs. The university also grants credit for academic work outside the curriculum, such as internship experiences, off-campus research, and study at other institutions. Clark sponsors Junior Year Abroad programs, with study in several European countries and Mexico.

In the social sciences Clark offers majors in economics, geography, government and international relations, history, and sociology and social anthropology, as well as in the interdisciplinary International Development and Social Change program. All social science departments offer courses on the third world. The geography department is outstanding among the institutions surveyed: the graduate school of geography was organized in 1925, the second such school in the United States; the journal, Economic Geography, established at Clark in that same year, is edited by a faculty member.

The geography department offers courses on Latin America, the Middle East, cultural ecology in the tropics (focusing on Latin America and Africa), the political economy of development, and agriculture in traditional economies.

The history department, which focuses at the graduate level on American history and modern European history, gives several undergraduate courses in non-Western history: two on Latin America, two on Asia, and four on Africa (traditional Africa, modern Africa, West Africa, and urbanization). The government and international relations department besides a major also offers an undergraduate/graduate program in public administration (M.P.A.); several of its courses deal with the impact of the west upon third world countries: one on international organizations and development, a seminar on the superpowers and the third world, courses on politics of the Middle East, of South East Asia, of Japan, and one on Black politics in the United States.

The economics department offers courses in Chinese political economy, and in economic development. The department of sociology and social anthropology gives courses on ethnology and politics of the Caribbean, and on race and ethnic relations. Finally, an interdisciplinary program in International Development and Social Change offers courses at B.A. and M.A. levels, many of them relating to the third world (such as, development problems in Latin America, Chinese economic planning, and change in Central America).

Universities are able to provide a wider scope for third world interests. As in the two- and four-year colleges, the presence of anthropology and geography is crucial for the development of a strong curriculum in this area; sociology, as well as political science, can also effectively contribute to it. Because of its large number of students, the University of Massachusetts at Amherst is able to organize several major area studies programs, and studies for certificates. The number of students who become involved in these programs is still relatively small, and it varies considerably from one institution to another. The proportion of course offerings in the social sciences which deal with the third world seems to be in the 5 to 15 per cent brackets. One can expect that, in a well-organized Third World Studies program, perhaps one out of 10 students may become involved. The proportion is probably higher at smaller institutions which emphasize international affairs, study abroad, and foreign languages, or which try to attract students through experimental programs.

North Adams

Of the social science disciplines which were surveyed in other colleges, North Adams State College teaches 6 in 4 departments, 3 of which are joint departments: business administration and economics, geography, history and political science, sociology and anthropology. History and sociology offer majors, the latter a relatively recent one, instituted in 1974. Economics, geography, and political science offer minors. The history major requires 120 credits, with 38 credits in the major and a minimum of 23 credits in history courses; history also offers a minor, with 21 credit hours in history. The sociology major requires 122 credits, with 36 credits in the major, 6 of which may be taken in other departments. No minor is specified in the 1979-81 catalog, either in sociology, or in anthropology, or in social work/social services. A minor in economics requires 18 credit hours, a minor in geography 25, and a minor in political science 21 hours. Within the major, departments specify some required courses, some recommended courses and some optional courses.

Two courses which touch upon trade and the economic systems of third world countries -- international marketing, and international economics -- are offered by the department of business administration and economics. Specific courses devoted to third world countries are fairly evenly distributed through the remaining three social science departments and their disciplines. Geography, among its 17 courses and seminars, offers 3: geography of the Arab world, geography of South and East Asia, and geography of Mexico and the Caribbean. History, among its 22 courses and seminars, also offers 3: Latin American civilization, Middle East and North African civilization, and the development of modern Asia. Political science, among its 15 courses, also offers 3: political problems of developing nations, revolution and counter-revolution in Latin America, and African politics. An introductory course in political science also touches upon third world nations, as no doubt do other courses which are not specifically limited to the third world area.

The department of sociology and anthropology offers 44 courses (more than most other such departments) divided as follows: anthropology 15, social work/social services 9, and sociology proper, 20. Of the 20 sociology courses, 3 deal with the third world: sociology of the third world, comparative ethnic relations (which stresses African and Asian societies), and population (which presents a global analysis of population growth and economic development, with focus upon the developing countries of all three continents). Of the 15 anthropology courses, one on ethnology is substantially concerned with third world societies, and another, on peoples and cultures of North America, relates to third world minorities in the United States. There are other courses in anthropology

and sociology which involve cross-cultural considerations, but the above mentioned courses represent the minimum commitment to third world studies.

If these courses are expressed as a proportion of total course offerings within each social science discipline, we obtain a fairly even distribution:

anthropology 13%
geography 18%
history 14%
political science 20%
sociology 15%

For all the social sciences combined, the overall proportion of NASC courses dealing with third world societies is about 16 per cent. In comparison with other colleges included in this survey, this is a relatively high proportion, higher than in community colleges or in other state colleges, and approximating the private college category. An overview of NASC curriculum development over the past 10 years, which coincided with considerable growth in enrollment, indicates a steady commitment and even growing interest in this area on the part of NASC faculty as well as students.

While geography and history have been for a long time part of the NASC curriculum, as traditional disciplines which served to prepare teachers in the field of social studies, three "new" social sciences with substantial major and minor programs appeared in the NASC curriculum only in the 1970's. The introduction of sociology, anthropology, and political science fitted the image of NASC as a liberal arts college rather than a teacher training college. In 1970, subjects of cross-cultural interest existed in two departments only, in geography and history, the latter being designated in the academic year 1970-71 as a department of history-sociology-anthropology. Only introductory courses, 3 in sociology and one in anthropology, were given in that year. When in 1971-72 a separate department was formed, a combined department of sociology and anthropology was considered essential to satisfy student interest in American society as well as in other cultures. A close link between the two disciplines was viewed as imperative, in expectation of achieving a major within the next few years. Ultimately, while it was assumed that the department would also begin to offer courses in social work and that this segment would grow rapidly in future years, the role of anthropology was seen as providing a balanced perspective between cross-cultural interests on the one hand, and interest in American society on the other (an interest to which social work and social services are necessarily committed).

In 1971-72 the department of sociology and anthropology offered 10 courses, five in each discipline, taught by a sociologist and an anthropologist. Two of the courses represented interest in the third world: comparative ethnic relations, and primitive art (which covered the art of the American Indians, of Oceania, and of sub-Saharan Africa). In 1972-73 the department's courses expanded to 16, taught by 3 sociologists and one anthropologist; sociology of the third world was taught for the first time that year. During the same year, the department of history and political science extended its program in political science to 9 courses; two of them, on political development, and comparative area studies, dealt partly with non-Western societies.

In 1973-74 the sociology and anthropology department added 3 courses in social work, to make a total of 23 courses. During that year the sociology major was instituted, and a large number of students were attracted to the department. By 1974-75, 30 courses in sociology, anthropology, and social work were taught by 6 full-time faculty. In the last 5 years the growth of the department was mainly in the area of social work and social services, which offers a comprehensive program. The number of majors eventually stabilized at over 200, making it one of the largest departments in the College.

The establishment of a department which included sociology and anthropology and, eventually, social work was a departure from the ways in which sociology programs were formulated in other state colleges. If these disciplines have a stronger footing in the NASC curriculum today, this is due to their ability to attract a wide range of students, from those with academic interests to those of a more practical bent.

An effective program in third world studies extends, however, beyond the scope of any single discipline or department. An interdisciplinary program requires inter-departmental coordination, articulation of courses, and long-term planning. All social sciences can play an important part in it. The existence of geography at NASC was conducive to promoting interest in foreign countries, as was ultimately anthropology and political science. Being aware of the significance of the world beyond our own boundaries is an issue which, fortunately, is receiving greater attention in academic and educational circles. A well planned program of third world studies at NASC would serve as a source of attraction to future students.